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ABSTRACT

This report provides in matrix form a comprehensive overview of three Parent Child Development Centers (PCDC) projects located in Birmingham, Houston, and New Orleans. The report is divided into five sections. In Section I, the introduction, a brief description is given of the study's purpose. Section II provides demographic data from each of the three PCDC sites and brief descriptions of the locus of each program. The demographic data includes the ethnic characteristics, family structure, education and economic levels, age ranges, and recruitment procedures of program participants. Section III highlights the overarching goal for the three projects as well as the specific program goals of each project. Common across the projects were the goals for mothers to improve their self-concepts, improve their efficacy as teachers and parents, and increase their knowledge of child development, behaviors, and discipline. The theoretical constructs implemented in the three projects and the assumptions underlying these constructs are presented in Section IV. Consistent across the three projects were the development of a set of assumptions related to child development, the mother-child relationship, the family, and the surrounding community. Finally, Section V provides an overview of the three projects in terms of their content focus and delivery, support systems, defining features, parameters of intervention, patterns of staffing, methods of program delivery, evaluative measures, and curriculum materials. (Author/MP)

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AN OVERVIEW OF THREE PCDC PROJECTS

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I. INTRODUCTION

It is the primary purpose of this report to provide a comprehensive overview of the Birmingham, Houston, and New Orleans Parent Child Development Centers.

In order to accomplish this task, the reviewers were provided with copies of reports previously submitted to ACYF. From those reports, the authors have compiled this document consisting of the projects' background information, goals, theoretical constructs, and overall program design and implementation. To facilitate comparison of the projects across the various categories, the information that follows is provided in matrix form.

The reader should remember that it is not the intent of the writers to pass judgement on the appropriateness, adequacy, or impact of each of the three projects. To fully maximize the use of this document, readers are encouraged to get familiar with other reports prepared by ETS and Banks Street College.

II. PCDC BACKGROUND INFORMATION

It is the purpose of this section to provide the demographic data and locus of program from each of the three PCDC sites. Specifically, the information that follows documents the ethnic characteristics of participants, family structure, education/economic level, age ranges of participants, and recruitment procedures. In addition, a brief description of the locus of program is provided.

DEMOGRAPHIC DATA

	Birmingham	Houston	New Orleans
Ethnic Characteristics of participants	Integrated 75% - Black 25% - White	Mexican-American	Black
Family Structure	Approximately 1/3 married Approximately 1/3 extended families Approximately 5.6 person in home	Primarily intact/ family Approximately 5 persons in home	75% married 48% father present in home Approximately 5 persons in home
Education and Economic Level	Approximately 11 years of schoolings Family per capita income approximately $735/ year	Approximately 7.5 years of schooling Family per capita income approximately $1,000/ year	Approximately 11 years of schooling Family per capita income approximately $1,000/ year
Age Ranges of Participating Mothers	14 - 40 years (40% under 21)	Average of 27 years old	17½ to 35 years
Recruitment Procedures	House to house canvassing and volunteers who contact center (attempts to recruit expectant mothers)	House to house canvassing	Mothers contacted after birth of child at Charity Hospital

Locus of Program

Birmingham	Houston	New Orleans
Total Center Based The program offered by the Birmingham Project is conducted entirely at the Center.	During first year of program, when child is one year of age the program is conducted in the home weekly for total 25 sessions. During the second year of program, when the child is two, mother and child attend an In-Center program four mornings each week. The child's first year program in the Houston Project (at 1 year of age) consists of a total of 25 sessions which take place weekly in the child's home.	Center Based (During first two waves an in-home program was also maintained but was subsequently dropped) Originally, the first two waves of the New Orleans Project were conducted in the home, but this procedure was subsequently replaced by a totally center based program

III. GOALS

This section attemps to highlight the overarching goal for the three programs and delineates the five common assumptions as specified by ACYF. From these assumptions, each of the three projects developed their own goals for program, mothers, mother-child interaction and children.

Common across the projects were the goals for mothers to improve their self-concepts, improve their efficacy as teachers and parents, and increase their knowledge of child development, behaviors, and discipline. In addition, the common goals for children rested primarily in the cognitive, language, and social-emotional development.

Overarching Goal for the Three Programs - to assist low income mothers in becoming more powerful agents for fostering the development of their own children, thereby preventing socioeconomic-status-linked environmentally based developmental lags.

Five Common Assumptions of 3 PCDC Programs	Implications for Programs
1. Primary is caregiver tremendously important in fostering the development of the child.	1. Mother as intervention target. The mother is seen as the most appropriate intervention target.
2. a) By age four performance differnece have already begun to emerge between poverty children and others.	2. The period between birth and 36 months chosen as general target period for the children.
b) Women with children have a high interest level in a child development program.	3. Collaborative input by participants and professionals is of significant value to the programs.
c) The quality of parent-infant relationship is important for infant development.	4. Programs must be multi-faceted.
3. Low income mothers have been surviving and raising children in high-stress situations before educators became involved.	5. Sufficient duration of participation in program - 2 years minimum. A sufficient duration of participation in the program is viewed as necessary for it to be effective. Thus, a minimum of two years is recommended.
4. Even if mother learns to be better facilitator of her child's development, she is often frustrated in her attempts to utilize this knowledge by the multi-faceted problems of life in a low-income environment.	
5. Sufficient time is needed to allow for gradual adaptation to program and individual needs and skills of the mothers.	

Program Goals

Birmingham	Houston	New Orleans
(1) Decrease stress experienced by each participating family to a point at which change can take place and gradually increase input, providing opportunities to participants to change.	(1) Mother who benefit from the program will be affectionate, use nonrestrictive control, provide opportunities for exploration and curiosity, encourage verbal interaction, provide for interresting, challenging play experiences and view herself as a teacher of the child, and view the home as a learning environment and a most significant arena for reincorcing cultural values.	(1) The program needs to maximize the status, self-esteem, and perceive power of the mother participants.
(2) Select groups of participants and staff with easily identifiable similarities (such as race) that facilitate development of subgroups within the program while maintaining sufficient heterogeneity to facilitate change. To provide for choice from a range of interaction opportunities for both staff and participants.	(2) Fathers who benefit will understand and take an active part in the program, support the participation of their wives in it, and see themselves as important teachers of and advocates for their children.	(2) The interrelationships between staff and parents must be conductive to the mother's personal growth and development.
(3) Most of the program's activities should relate to clarifying and changing current relationships and situations.	(3) Children who benefit from the program will be competent cognitively, linguistically (bilinguistically), and socially.	(3) The model and program must be responsive to the parents' needs and wishes and still be flexible enough to meet the needs of a wide-range of cultural and ethnic values, attitudes, and life-styles.
(4) Identify and build on strengths or positive aspects of participants' relationships, even if the primary consequences of these relationships are initially undersirable. To deal with conflicts, hostilities and other unpleasant emotional situations by clarifying the relationships of the individuals involved rather than the complexity of emotions.	(4) Parents will have an opportunity to examine major issues in their lives, including questions related to cultural value systems, and will find the experience enhances their self-concepts and affirms their identity.	(4) Maximize the opportunity for meaningful adult learning. Regardless of the specific techniques used, all learning experiences should be characterized by an open, accepting exchange of information of feelings and of experiences which are necessary for individuals to incorporate new thoughts in ways that are personally meaningful.
(5) The program should leave flexible guides that are goal-oriented as opposed to rigid, absolute rules.		(5) Use methods and techniques which support meaningufl adult learning such as role play, modeling, demonstration, and observation.
		(6) Provide support services to minimize sources of enviromental stress so parents can more fully benefit from the program experience.

Goals for Mothers

Birmingham	Houston	New Orleans
(1) Improve the participants' and their world so that more desirable modes of interaction are facilitated. Improvement in feelings and attitudes of increased efficacy, assertiveness and general satisfaction are expected to contribute to the participants' ability to learn and incorporate new and more appropriate transactions. (2) Increase the participants' general communication skills. Increasing the participants' skills in reading, writing and speaking should stregthen the tendency for others to accept new and more appropriate transactions withe the participants.	(1) For the mother to become an effective teacher, caretaker, advocate, and source of support for her child. (2) For the mother to be aware of her child's readiness to learn, sense of the appropriateness of activities for the child's development level and ability to the child's needs at the time. (3) In affective relations the mother will demonstrate the following behaviors: have a warm affective relationship with the child: use positive reinforcement of the child's behavior including praise when appropriate. (4) In control techniques the mother will demonstrate the following behaviors: use control techniques which recognize autonomy-striving of the child; maintain clarity and consistency of disciplinary rules; use rational conceptual rather than arbitrary regulatory strategies; grant freedom and responsibility keyed to the child's development level; provide opportunities for self-reliance and independence. (5) In language interactions the mother will emphasize verbal interaction, provide elaborate language models, give child reasons and explanations for instructions, commands and disciplines, and have bilingual skills.	(1) To increase the mother's parenting abilities. information acquisition (to increase the mother's knowledge about alternative ways of dealing with problems of child-rearing, child development principles, the relationships between early experience and later behavior, ways of structuring the home environment) attitudes (to help mothers recognize the significance of their role as parents, their beliefs in their child's potential to be an adaptive and successful young adult, to help mothers be more accepting of an sensitive to their child's needs) behavior (to increase those material interaction behaviors the literature review reveals are most probably beneficial to child's development of competence: warmth and demonstration of positive affection contingent responsiveness encouragement of child's activities praise varied and contingent stimulation cooperation not interference with child initiated activities cognitive-based, rational and consistent control,

Goals for Mothers Cont.

Birmingham	Houston	New Orleans
	(6) The mother will provide intellectual stimulation by engaging, interesting toys and other play situations; providing books and other written materials; providing world expanding opportunities such as to stress zoos, and parks; engaging child in imaginative play; viewing the home as learning setting and using every day experiences to teach concepts, classifications and relationship and encouraging the child's spontaneous learning efforts.	including notion of age-appropriate behavior positive reinforcement for provision of opportunity for and reinforcement of exploration & curiosity behavior materials sponsor-helper-participant role in child activities provision of a language model which utilizes elaboration, labelling, focusing, abstraction and feedback
	(7) For mothers to take a realistic stand in achievement expectations for their children; therefore setting standards for each child's achievement that are consistent with the child's developmental level, and valuing intellectual mastery and achievement not only in school but in everyday problem solving.	(2) To increase mother's sense of personal competence and mastery over the environment. Information acquisition: to increase the mother's general knowledge about health care, home management, community resources, methods of seeking and giving information to other adults.
	(8) The mother should feel that she really does have an influence on her own child's life, that she have a sense of efficacy: she should have a high regard for her child and self-view herself as having personal control of her own and her child's situation to the extent that this is possible and be able to socialize effectively with her own peers.	attitudes: to increase mothers' view of themselves as competent, improve self-esteem, and feelings of control over environmental situations behavior: to increase mother's skills in interacting with other adults in obtaining information to increase frequency with which mothers use available resources and solve problems in their life.
	(9) The program efforts are primarily directed toward enlisting the father's understanding support of the mother's child care taking efforts this	

Goals for Mothers con't

Birmingham	Houston	New Orleans
	includes supporting the mother's teaching eddorts and seeing himself as a teacher of his child and actively participates in this role.	

Goals for Mother-Child Interaction

Birmingham	(these are the same as goals for mother) Houston	New Orleans
(1) Increase the cognitively stimulating aspects of mother-child transactions: Increase the quantity of intellectually stimulating interactions, such as problem solving and achievement-oriented behaviors. Increase the quality of intellectually stimulating interactions, such as praising, encouraging and jointly participating in problem solving. Increase the quantity of language-stimulating interactions, such as describing events. (2) Increase the social-emotionally stimulating aspects of mother-child transactions: Increase the quantity of social-emotionally stimulating interactions, such as comforting behaviors during the child's distress. Increase the quality of social-emotionally stimulating interactions, such as varying the style of interactions according to the situational demands and developmental level of the child.	1) In affective relations the mother will demonstrate a warm affective relationship with the child and use positive reinforcement of the child's behavior, including praise when appropriate. 2) The mother will use control techniques which recognize autonomy-striving of the child; maintain clarity and consistency of disciplinary rules; use rationale-conceptual rather than arbitrary regulatory strategies; grant feedom and responsibility keyed to the child's developmental level; provide opportunities for self reliance and independence. 3) In language interactions the mother will emphasize verbal interaction, provide elaborate language models, give the child reasons and explanations for instructions, command and discipline, and will have bilingual skills. 4) Intellectual stimulation: toys, books, wide range of experiences.	To increase those material interaction behaviors that are most probably beneficial to child's development of competence: warmth and demonstration of positive affection contingent responsiveness encouragement of child's activities praise varied and contingent stimulation cooperation, not interference with child initiated activities cognitive-based, rational and consistent control, including notion of age-appropriate behavior positive reinforcement for achievement provision of opportunity for and reinforcement of exploration and curiosity behavior material sponsor-helper-participant role in child activities provision of a language model which utilizes eloboration, labelling, focusing, abstration and feedback.

Goals for Children

Birmingham	Houston	New Orleans
Improve the cognitive and social-emotional development of the program children: Improved cognitive development includes increase both in general intellectual competence involving such factors as attention, categorizing, reasoning and in general communication abilities including receptive and expressive language. Improved social-emotional development includes in quality of attachment, adaptation to unfamiliar situations and use of adults as resources.	Broad-based competence and high level functioning in the following areas: Cognitive and perceptual (able to use concepts; capable of creative, imaginative thinking; has problem solving skills and general learning aptitude; has a broad range of information; perceptual development is age-appropriate). Linguistic (able to function with age-appropriate linguistic skills in one language; is well enough grounded in one language to be able to profitably learn a second language); Socio-emotional (has a positive and distinctive self-concept; enjoys social relationships; able to express feelings; able to learn from others and to draw on the skills of others as resources). Motivational (wants to learn; show a high level of exploratory and curiosity motivation; is task-oriented).	Competence in Social, Affective and Motivational Skills (a desire for exploration and intellectual mastery and the development of a sense of pride in achievement; the ability to form positive, affective relationships; the development of feelings of self-worth, and independence; the ability to use adults as resources, and to get the attention and help of adults in appropriate ways at the times; the abilities to both lead and follow peers; the abilities to express both affection and hostility appropriately to both peers and adults). Competence in cognitive abilities.(ability to manipulate abstracting, such as symbolic concepts, numbers, and letters; the ability to anticipate consequences, ability to note discrepancies; ability to make associations; ability to take the perspective of another; attentional skills such as the ability to focus on a task; ability to plan and carry out multistep activities, solve problems and utilize resources effectively). Competence in Linguistic Abilities (receptive and expressive abilities).

IV. THEORETICAL CONSTRUCTS

The common theoretical base emanates from a Piagetian/Interactionist/Developmentalist perspective. Although the actual implementation might differ in format the breadth and scope of the projects operation is basically the same.

Consistent across the three projects were the development of a set of assumptions in child development, child relationship, adult development, family, and environmental network. In order to give some functional meaning to the assumptions, the reviewers have included a section on program implications for each set.

Theoretical Constructs
Child Development
(Birmingham) B-PCDC

Assumptions	Implications for Program
(The B-PCDC states that it incorporates an interactional view of development)	
The B-PCDC is based on systems theory. The basic assumptions of this theory are realized in the five assumptions common to the three Projects. The B-PCDC Project, however, documents this in greater detail.	
1. The B-PCDC employs the Piagetian view of cognitive and social-emotional development and environmental invariants. a. The child is viewed as interacting with and actively organizing the environment. b. Both cognitively stimulating and social-emotional stimulating experiences are seen as necessary for development. c. Environmental invariants -- features that remain constant through various changes and transformations -- are considered to include interpersonal experiences.	1. The environment should allow the child to function as an actor/initiator as well as a recipient/follower. 2. The program must adapt to individual developmental levels of the particular children. 3. The environment must be cognitively and social-emotionally stimulating. 4. The occurance of invariants should be maximized through consistent daily sequences of events and enduring patterns and consistencies that characterize a given relationship (the types of interactions that occur over and over again - the transactions). These are obviously more fluid than are the physical invariants.

The Birmingham (B-PCDC) is based on systems theory. This theory is consistent with the 5 common assumptions which are emphasized to a greater or lesser degree in each program. It perhaps should be pointed out that although the three programs have very similar starting assumptions, the B-PCDC documents these to a greater degree.

Theoretical Assumption of Systems Theory - basis for B-PCDC

(1) The family (or any system) is organized to form a unity which resists change and maintains its boundaries, even with the introduction of new information.

(2) The relationships among members of a family are at least as important as the individual characteristics of the members.

(3) A family or other system is made up of a number of functional subgroups.

(4) What happens to one member of subgroup of a system generally has a spreading, circling effect of all other members, eventually coming back to the initial member affected. And, the consequences of input into a family is mediated by the relationships among the family members.

Theoretical Constructs
Mother - Child Relationship
B-PCDC

Assumptions	Implications for Program
1. Ainsworth research leads B-PCDC to the assumption that the quality of the attachment relationship between mother and child is a major determinant of both future socialization and cognitive development of the child.	1. The mother is potentially the most powerful intervention agent. (One of 5 common features).
2. Detachment (a positive, constructive independence in the mother-child relationship) is seen by B-PCDC as an essential aspect of healthy development of both the child and his/her parents.	2. Mothers should be taught ways to stimulate both cognitive and social-emotional growth.
3. "Not only does the mother 'socialize' the infant, but the infant also 'socializes' the mother.	3. The program should support the mutual adaptations of the mothers and the children, not just changes in the mothers.
	4. Expectations for changes should be as parents, not as "teachers."

Theoretical Constructs

The Family -- An Intimate Group (System)

B-PCDC

Assumptions	Implications for Program
1. Mother-child interactions are imbedded in and influenced by interactions and relationships with significant others--spouce, relatives, close friends, etc.	1. The program focuses on intimate interpersonal relations of adult members in addition to mother-child relations.
2. The influence of small group membership can be understood through considering three characteristics of group: structure, roles and transactions a. Structure of a group (the characteristics of its subgroups and roles and relationships among them) - teachers and learners form similar types of subgroupings. b. Roles (functions and responsibilities assumed by individuals in various subgroupings. Roles can be catagorized as emotional, economic, etc.) i. Parent roles might be physical and emotional nurturer, socializer, monitor of contact between child and society, supporter of development independence. ii. Child roles might be achiever of a certain degree of biological maturity, provider of emotional support for parents and protector of	2. The program helps the mother develop skills to counteract and redirect negative forces arising within her own family and friendship groups, and teach these skills to other family members. 3. The program helps mothers improve their own roles by clarifying existing structures, roles and transactions that result in more effective problem solving and mutual involvement. 4. The program recruits staff who understand and accept significant influence of extra-program factors, and who are able to work with participants in ways appropriate to their individual home situations. 5. The development of structure, roles and tranactions of the program occurs so that it operates in a manner consistent with the ideals of an effective, functional, intimate group.

The Family -- An Intimate Group (System) con't

Assumptions	Implications for Program
parents against social censure. iii. Sibling subgroup roles might be provider of peer models of behavior, ally in conflicts between generations and facilitator of established personal identity. iv. Tranactions of a group (specific ways in which group members repeatedly and consistently fill their roles) are an important focus although large number of possible transactions within any particular group, novel interactions relatively few in number. 3. Group membership has a major influence on individuals. a. The structure, role and transactions of groups forms a set of rules which govern behavior of individuals. b. The group exhibits a strong tendency to maintain it rules. c. The group establishes a value system that determines the group member's susceptability to influences from outside the group.	

Theoretical Constructs
Environmental Network
B-PCDC

Assumptions	Implications for Program
1. Systems orientation sees proverty conditions, adult adaptations to these conditions, and child development within the boundaries of these conditions, as forming a complex interactive network (a system) which tends to perpetuate itself. a. The two common conditions of poverty, limited acceptance, opportunities, and authority-based forms of treatment by service agencies generally force worker/recipient into waiting for someone else in authority to make a decision or take action before they can act or get needed attention. b. Adult adaptive responses to this condition: i. The adult perceives himself/herself as powerless with no decision making power and must depend on authority figures for decisions. ii. The tendency towrads restricted use of language as questionable and proposal of alternatives is often discouraged by agencies. Thus, they become ineffective in communicating needs and circumstances and fails to challenge agencies to accommodate (revise)	1. The program is multi-faceted consisting of services and information appropriate to conditions/situations of participants. (one of 5 common features) 2. It provides information and opportunity to use information that will help the participants change, rather than perpetuate, the detrimental aspects of this network. 3. The program provides both information and opportunities to use information that is helpful to mother's dealings with large community, and in her facilitation of the development of her child.

Environmental Network con't

Assumptions	Implications for Program
their authoritarian style. c. Children are faced with both conditions of poverty and with behavior of caretakers who have adapted to these conditions.	

Theoretical Constructs

Child Development

(Houston) h-PCDC

Assumption	Implications for Program
A child's habits of learning and probelm-solving, motivational patterns, socio-emotional behaviors, modes of inter-personal relations and cognitive style are formed, in many important ways, early in life, to a large extent, in infancy and the preschool years. A child's learning patterns, motivation-al patterns, problem-solving behaviors, socioemotional behaviors, modes of interpersonal relations, and cognitive style are formed in many important ways early in life. Therefore, the years of infancy and preschool are significant in the development of foundations.	1. The program requires participation for a period of 2 years beginning when the child is 12 months old. 2. A sequential program pattern is as the established child moves from home in the first year to center in the second year. 3. Learning takes place in groups of mixed sizes and varied settings.

Theoretical Constructs

Mother - Child Relationship

H-PCDC

Assumptions	Implications for Program
1. A child's habits of learning and problem-soving, motivational patterns, socioemotional behaviors, modes of interpersonal relations and cognitive style are formed, in many important ways, early in life, to a large extent, in infancy and the preschool years. A child's learning patterns, motivational patterns, problem-solving behaviors, socioemotional bheaviors, modes of interpersonal relations, and cognitive style are formed in many important ways early in life. Therefore, the years of infancy and preschool are significant in the development of foundations. 2. Early influences that shape these characteristics are overwhelmingly those of the child's family -- parents, siblings and other close relatives.	1. The major program focus is on the mother and her child in the family setting.

Theoretical Constructs

Adult Development

H-PCDC

Assumptions	Implications for Program
1. Acquiring knowledge of child development and learning will take place best in settings where parents are able to try out ideas and to exchange information with other parents.	1. A sequential program pattern is as the established child moves from home in the first year to center in the second year. 2. Learning takes place in groups of mixed sizes and varied settings.

Theoretical Constructs

The Family

H-PCDC

Assumptions	Implications for Program
1. Relevant child rearing information is structured by cultures into systems of family values and that these values must be recognized and respected by the educational program.	1. The child's entire family is included. 2. The model is especially suitable for a bilingual population. 3. Sharing education approach is emphasized. 4. The staff includes professionals and paraprofessionals. 5. The program is culturally responsive.

Theoretical Constructs
Environmental Network
H-PCDC

Assumptions	Implications for Program
1. Families with limited economic resources may need comprehensive support to cope with stress thereby facilitating the parents in their child-rearing functions.	1. A variety of educational methods are used. 2. Supportive services are provided to enable families to benefit maximally from the program. 3. Program effects are intended to be preventative rather than remedial.

Theoretical Constructs
Child Development
(New Orleans) N-PCDC

Assumptions	Implications for Program
1. The child's intelligence and social development is the result of continuing interaction between the child and his environment.	1. The program focuses on basic process of cognitive and socioemotional development and structuring environment to facilitate development.
2. He/she brings to each new experience a set of biological characteristics.	2. The environment is made challenging for child if there is a slight mismatch with child's existing cognitive structure. (Moderate novelty principle)
3. Cognitive mastery stimulates the desire to explore, enhances effectance motivation and is a mechanism through which content of cognitive and intellectual abilities is developed.	

Theoretical Constructs
Mother - Child Relationship
N-PCDC

Assumptions	Implications for Program
1. The mother is the enhancer of her child's intellectual and social development.	1. The program helps the mother become more familiar with the basic concepts of child development and role of parental attitudes, values and behaviors related to child development.
2. The infant has innate need for an attachment relationship.	2. The program enhances the mother's ability to utilize language to abstract the essentials of environmental objects and encode them in language.
3. As the infant interacts with the environment in the form of the primary caretaker, an enduring affective bond is formed.	3. The program enhances the mother's ability to interpret and respond to child's behavior, including understanding of child's needs, intentions, and limitations.
4. The mother's attachment behaviors are critical to child's: a. Development of secure attachment bond b. Development of increased social behavior toward mother c. Development of future relationships with other people d. Enhancement of intrinsic exploring behavior, sense of mastery and effectance motivation e. Development of attentional skill toward environment f. Enhancing objects and person-related aspects of early sensory-motor development	4. The program encourages the mother's support of her child's attempts at achievement and mastery over his/her environment.

Theoretical Constructs

Adult Development

N-PCDC

Assumptions	Implications for Program
1. Before parents can understand their child's needs, they must be able to understand themselves.	1. The program should provide a supportive context for learning.
2. The social, motivational, and cognitive orientation of the parents is a result of experience with environment.	2. The program must meet parents' overall as well as individual needs.
	3. The program must provide parents without environment which will help facilitate a feeling of greater control over their lives.
	4. The program should maximize parent's experiences of competence and increase knowledge of child's development.
	5. The program should allow opportunity to observe and practice specific ways to enhance their child's development.
	6. The parents have many individual skills and abilities. These strengths should be the basis of the program.

Theoretical Constructs

The Family

N-PCDC

Assumptions	Implications for Program
1. Home is the child's primary environment.	1. The programs for parents must accommodate family, cultural/ethnic values, attitudes and life-styles.

Theoretical Constructs
Environmental Network
N-PCDC

Assumptions	Implications for Program
1. Low-income mothers who do not have positive self-concepts, who do not feel acceptance by the larger society and who do not see the world as a logical, ordered place, will not interact with their children in such a way as to transmit these concepts.	1. The program should being multiple resources to bear on many problems associated with poverty and with parenting.
2. To change parents' child rearing practices their experiences and relationships with the world must first be changed.	2. The program should increase the awareness of existing resources in community and how they can be used to best advantage.
	3. The program should develop skills of relating to others.
	4. The program should help increase sense of mastery over environment.

V. PROGRAM DESIGN AND IMPLEMENTATION

This section provides an overview of the content focus and delivery, support systems, defining features of models, parameters of intervention, patterns of staffing, methods of program delivery, evaluative measures, and curriculum materials. The various aspects of serve to emphasize the distinct operational features of the three projects.

Content Focus and Delivery

Birmingham	Houston	New Orleans
Child Curriculum 1. Adapted from Karnes Input Stimulation Curriculum and/or Pekarsky, Kogan and Kearsley Curriculum and response to participants needs 2. Developmentally sequence 3. Learn new transactions with own children, adults, other children 4. Mothers progress from participating mother to senior participating mother to model mother 1 to model mother 2 to senior model mother (increase own experiences and responsibilities to modeling for and teaching others) Mother Curriculum (progresses from 3 days/week 4 ½ hours to 5 days/week for 8 hours) 1. Childcare 2. Classes in home economics, health, child development adult development, lesson planning and classroom management, and electives	In-Home Visits 1. 1/week - 1½ hrs - 25 total 2. 1st year - child age 1 3. Mother practices teaching activity 4. Discussion on child development In Center Program 1. 4 mornings/week, 3 hours each 2. 2nd year - child age 2 3. Mother spends half her time in home management activities 4. Mother spends half her time in child development including time in child's classroom and microteaching 5. Palmer concept curriculum Language 1. English lessons 2. Individual and group activities in domant lang. Family Workshops 1. Focus on communication, decision making, problem-solving, role-relationships 2. Activities in family units and peer groups	Child Development Discussion Groups (1 hr/week) 1. Interply between parents specific needs developmentally sequenced child development information 2. Focus in basic process of cognitive and social-emotional development and structuring the environment to facilitate development 3. Three volumes of discussing group lessons Parent Child Laboratory (children: 6 hrs/wk; mothers 2 hrs/wk 1. Developmentally sequenced 2. Karnes Curriculum 3. Visual, motor, auditory, and kinesthetic experiences 4. Discussion group content contained in Lab. Material to Child Health Education (about 1 hour every other week) 1. Developmentally sequenced 2. Focus on preventive health care Social Development (about 1 hour every other week) Curriculum ranges from understanding self to how to use community resources

Content Focus and Delivery con't

Birmingham	Houston	New Orleans
		Parents Activities and Home Resource Education (2 hours/week) 1. Toy workshop 2. Sewing 3. Nutrition, food purchasing, cooking 4. Field trips to increase familiarity with structure of community

Supporting Systems

Birmingham	Houston	New Orleans
Transportation to and from center. Stipend of $5/day. Preventive and emergency health care and counseling (staff, nurse and consulting pediatrician). Provision for various social service assistance - staff serves as advocates.	Referral to community services (e.g.: legal aid and counseling) A physical exam for each child and follow up as indicated (nurse). Lessons in learning English. Group lessons in request.	Transportation to and from center? stipend of $5/day or testing session. Free medical care (well-baby and emergency treatment and referrals) - R.N. Midmorning snack for children. Full-time social worker available to help parents (with housing, food, stamps etc.) Food-co-op. Participants receive evaluation battery every 6 months G.E.D. classes.

Defining Features of Models
(according to models)

Birmingham	Houston	New Orleans
1. Program utilizes mother-teacher-mother approach	1. Model especially suitable for bilingual population.	1. Community based staff (program-trained educators from the same community and cultural background as program mothers)
2. Biracial participation and the degree of responsibility given to parents	2. Model especially suitable for intact familiar-activities include father and entire family.	2. Supportive atmosphere for adult learning (conductive to mothers' personal growth and development through the establishment of the helping relationships in which both participants are equals)
3. The model utilizes systems theory and research to provide a wholistic frame of reference	3. Family enrolled at child age 12 months, continue 2 years.	3. Training Model: a training chain which passes from professional to paraprofessional to mother (each link in the chain uses the same techniques of adult education)
	4. Strongest focus is upon mother and her work with her child and in the family setting.	4. A multi-discuplinary educational experience in parenting and related supportive services.
	5. Emphasis on experimental approach including micro-teaching formation of cooperative buying group, etc.	
	6. Discussion with inquiry approach used in parent education child, development sessions as compared to more didactic approach.	
	7. Program moves gradually out of home in a sequential pattern.	
	8. Staffing, professional and paraprofessional, allows for staff with a variety of educational backgrounds from a few years of elementary education through college and graduate school.	
	9. Theoretical orientation eclectic. Integration of behaviorist techniques, Robert White's work on child competence, Piagetian principles, Eriksonian and child devel. point of view	

Parameters of Intervention

	Birmingham	Houston	New Orleans
Age of Intervention	3 to 4 months	12 months	2½ months
Time span of Intervention	3 months to 36 months (3 years)	12 months to 36 months (2 years)	2½ months to 36 months (3 years)
Intensity of Intervention	Participating mother: 3 days/wk for 4½ hours Senior participating mother: 5 days/wk for 4½ hours Model mother 1: 5 days/wk for 8 hours Model mother 2: 5 days/wk for 8 hours Senior model mother: 5 days/wk for 8 hours	1st year: 25 weekly home each about 1½ hours 2nd year: mother and child attend center program 4 mornings a weeks	2 mornings/weeks 3 hours each for all 3 years

Patterns of Staffing

Birmingham	Houston	New Orleans
Project Director	Professionals	Director
Supervisory Staff training coordinator program coordinator supervisor	Paraprofessionals- In-Home educators	Supervisory Staff parent-child lab. coordinator parent education coordinator social services coordinator health coordinator administrative coordinator
Education Staff Home economics instructor Librarian and Arts and Crafts Instructor Senior Model Mother Model Mother II Model Mother I Senior Participating Mother Participating Mother		Program Logistics Coordinator (2) Education Staff parent-child lab. speacialist (7) parent educators (3) home resource specialist (1) home economics specialist (3) educational media specialist
Other Staff Nurse Secretary Cooks Bus Driver Building Maintenance Personnel		Internal and Process Evaluators

Methods of Program Delivery

Methods	Birmingham	Houston	New Orleans
One to One Approach	Model mothers to particular mothers to communicate content	Used for In-Home sessions 1st year	Used in parent/child laboratory
Discussion	-For training classes (topic and leader directed)-informal and social-Advisory Bd. Mtg.	Most commonly used-in-home visits	Used fof: child development, social development, Parent Advisory Committee
Didactic Teaching	Used for home economics elective classes health education arts and crafts	Used to present some content-outside mothers' experience	Used to present info. health ed. Arts and Crafts toy workshop home economics special lectures field trip
Role Playing		Used in child development sessions and English language classes	Used in child devel. groups and lab.
Written Materials	Guides, manuals etc. - easy to read information also common through discussion	Some written or mimeographed activities in In-Home Sessions	Manuals of activities and content
Participation and Reinforcement	Used by mothers with other mothers and all mothers with their children	Mothers participates in child's classroom also used to practice certain techniques and materials	Practices modeled behaviors in parent/child lab.
Observation/modeling Demonstration	Major techniques used to new transactions to mother/child, also technique taught to mothers for interacting with child.	Some content lends itself to this method such as cooking and sewing	Given opportunity to observe developmental stages and behavior disc. paraprofessional model and demonstrate behaviors
Reinforcement Feed Back/Video and Discuss	Used to communicate role expectations and reinforce mother behavior use video tape and written evaluation	Microteaching-video of mother/child interactional used for self feedback and group critiquing	Used for staff development only
Audio-Visual Presentation		Films, slides, filmstrips and videotape used to convey some content	Minimal use
Use Of Materials	Used in parent/child Interactions		

Evaluative Measures

	Birmingham	Houston	New Orleans
Measures of child competence	Bayley Scales of Infant Development (intake and at 10,16, & 22 months); Stanford-Binet (30 & 35 months and every 12 months thereafter); Kagan-Zelazo (at 3½, 7½, 11½ and 13½ months); Reaction to Physical Contact (3½, 7½, 11½, & 13½ months); Separation and Reunion Procedure (3½, 7½, 11½, and 13½ months); Mother-Child Interaction Procedures (13½, 18, 24, and 36 months); Concept Familiarity Index (30 and 36 months); Videotaped Waiting Room Situation (24, 30, 36, 48 months); Videotaped Mother-Teach-Child Situation (24, 30, 36, 48 months).	Bayley Scales of Infant Development (at ages 1 and 2); Stanford-Binet; Palmer's Concept Familiarity Index; Schaefer-Aaronson Classroom Behavior Inventory (at ages 6 and 7); Receptive Language Inventory (1, 2, 3 years); McCarthy Scales of Children's Abilities (Spanish translation)	Uzgiris-Hunt Scales of Infant Development (at 2, 4, 6, 8, 10, 12, 14, 16, 18 months); Bayley Scales of Infant Development (at 7, 13, 19, 25 months); Meyers Pacific test Series (at 24, 28, 30, & 36 months) Palmer's Concept Familiarity Index (at 36 months); Stanford-Binet Intelligence Scale (at 36 months); Ammons Full-Range Picture Vocabulary Test (at 20, 30, 36 months); Effectance Motivation (adapted) (at 36 months); Purdue Self-Concept Scale for Pre-school Children (at 36 mos.) Child Language During Interaction with Mother (percentage of units, mean-length of utterance).
Mother measures	PCDC self constructed check lists of questionnaires (intake and every 12 months); Parental Attitude Research Instrument (intake and every 12 months); Maternal Attitude Scale (intake and every 12 months); Mother-Child Relationship Evaluation (at 24, 30, 36, and 48 months); Attachment Interview (at 7½, 11½, 13½, 18, and 24 months); Mother-Child Interaction Procedure (13½, 18, 24, and 36 months);	Maternal Interaction Structure Situation; Caldwells Home Observevation for the Measurement of the Environment; Traditional Family Ideology; Index of Achievement Values; Child Rearing Beliefs measure; Psychological Well-Being Scale (yearly); Parent practices Interviews; Locus of Control Scale	Socioeconomic Status (at 2 months); Parent Behavior Inventory (6 months) Ratings of Mother's Personality (2 months) - by Social Worker) Verbal Competence-WAIS (at 12 months); Mother's Self-Esteem (adapted Rotter Scale - at 12 months); New Orleans Mother-Child Interaction Scale (2, 12, 24, 36 months)

Evaluative Measures con't

	Birmingham	Houston	New Orleans
Mother measures con't	Graduation Interviews (at 36 months); Videotaped Waiting Room Situation (24, 30, 36, and 48 months); Videotaped Mother-Teach-Child Situation (24, 30, 36, 48, months)		
Follow up	Videotaped Waiting Room Situation (48 months) Videotaped Mother-Teach-Child Situation (48 months) Stanford-Binet (every 12 months after 35 months)	Schaefer-Aaronson Classroom Behavior Inventory (at ages 6 and 7)	Unstructured interaction observation of mother and child (48 months and once a year thereafter); structured teaching interaction observation (at 48 months and once a year thereafter); Stanford Binet (child at 48 months and yearly thereafter); Effectance motivations test (child at 48 months and yearly thereafter); Purdue Social Attitudes Test (at 48 months and yearly thereafter); Ammons Vocabulary Test (at 48 months and yearly thereafter)

Documentation: Curriculum Manuals

Birmingham	Houston	New Orleans
1. Procedural Manuals Program Rationale & theory Supervisory-Instructor Staff Text Administrative Guide Program Operations Mannual Guide 3-6 year old Nursery Evaluation/Feedback Coord. Manual Teaching Manual for Model Mothers' Materials Guide for Use of Videotape Guide for Libraries 2. Teaching Manual for Evironmental Support 3. Teaching Manual for Music Workshop 4. Teaching Manual/Social Service Workshop 5. Teaching Manual/Home Economics 6. Teaching Manual/Arts and Crafts 7. Teaching Manual/Adult Education 8. Guide for Choice Class Instruction 9. Materials for Participant Participating Mothers' Book Senior Participant Mothers' Book	1. Program Description and Objectives 2. In-Home Curriculum part 1 - visits 1-9 part 2 - visits 10-16 part 3 - visits 17-24 part 4 - visits 25-31 3. Family Workshop Curriculum part 1: Family Workshop Manual part 2: Family Workshop Coordinator Handbook part 3: Group Leader's Handbook 4. In-Center Curriculum part 1: Home Management Curriculum part 2: English Language Lessions to Accompany Homemaking classes part 3: Child Development Curriculum for Mothers part 4: Child Curriculum part 5: Palmer Curriculum	1. Procedural Manuals guide to replication administrative manual recruitment procedural manual social services procedural manual community resources directory parent advisory committee procedures health service procedural media specialist-process procedural mannual 2. Child Development Discussion group curriculum 3. Health Education Curriculum 4. Social Development Curriculum 5. Parent Activities and Home Resources Curriculum a. toy workshop curriculum b. home economics curriculum outline c. list of suggested activities

Documentation: Curriculum Manuals con't

Birmingham	Houston	New Orleans
Participants guide to 3-6 year Nursery Model Mother I Book Model Mother II Book Mother-Child Activity Manual	5. English Language Lessons for Spanish-Speaking Adults 6. Community Services 7. Health Curriculum	6. Orientation Guide for Educators 7. Implementing Training Model for Educators